



DORNEY COMBINED SCHOOL

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Dear Parent(s)

Thank you for your recent request for further information about Dorney Combined School. We hope that you find the prospectus useful and that it gives you an insight into what makes our school special. We would also like to encourage you to see the school first hand so please remember you are always welcome to visit us.

Dorney Combined School caters for children aged four to eleven years. It is a small and friendly school located in the pleasant rural environment of Dorney Reach. We are close to a 2012 Olympic venue, whose rowing facilities we are able to use. We also have close links to Eton College and enjoy use of their swimming pool and museum. About one in five of our pupils come from the immediate local area, with the majority of pupils coming from the outlying area.

All the staff and governors are highly committed to providing an excellent education. The school has a happy, caring and stimulating learning environment. We are extremely proud of our school both in terms of its academic achievement and its success in preparing children for later life. We are pleased to report a very strong Ofsted inspection in April 2006.

At Dorney School we greatly value the role of parents in the education process and take positive steps to build a strong working relationship based on mutual trust and support. We believe our success owes a great deal to the strong relationship between school and home that we aim to foster.

We would like to invite you to come and visit the school and discuss, on an individual basis, areas of further interest to you.

In the meantime, you may also wish to visit our website at www.dorney.bucks.sch.uk. Or read our latest Ofsted report at www.ofsted.gov.uk.

Yours sincerely,

Miss Paula Allen
Headteacher

What do we believe in and value most at Dorney School?

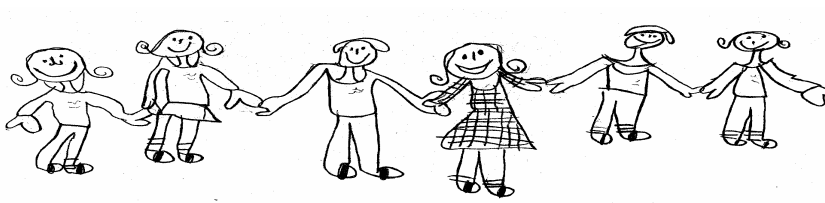
Dorney School believes in striving for the highest standards in everything we do, our shared vision is 'to be the best we can be'.

OUR SCHOOL AIMS

The staff and governors in partnership with parents are committed to offering a safe, secure and exciting learning environment in which our children can grow and flourish and reach their full potential.

We aim to achieve this by:

- ❖ Creating a love of learning and an enjoyable experience of school life.
- ❖ Encouraging independence and a lively enquiring mind.
- ❖ Developing confidence to try new tasks without fear of failure.
- ❖ Supporting children and celebrating their achievement.
- ❖ Helping children understand the wider world in which they live.
- ❖ Encouraging respect for others and different ways of life.
- ❖ Ensuring children acquire knowledge and life skills to become valuable and responsible citizens.



'Pupils have very positive attitudes and join in enthusiastically with activities in lessons and in social settings. They are exceptionally well behaved, polite and are sensitive to the needs of others.'

(Ofsted, April 2006).

What did Ofsted say about us?

In April 2006, we had a two day inspection. The school was judged to be a good and rapidly improving school with many areas of practice being exemplified as outstanding.

So what were their main comments?

A Summary of the Ofsted Report:

Overall effectiveness

- The headteacher provides inspirational leadership and created a very effective staff team.
- In all the school's work there is a relentless drive to improve pupils' achievement and the quality of education.
- This is underpinned by high quality care and a commitment to giving every pupil the best possible opportunity to succeed. As a result, pupils' personal development is outstanding. They are proud of their school and all it has to offer.

Achievement and standards

- Pupils achieve well and standards are consistently well above average by the time they leave Year 6.
- They make good progress because of good teaching based on very careful tracking of how they are getting on.

Personal development and well-being

- Pupils' social and moral development is outstanding. They thoroughly enjoy school and develop into mature, thoughtful and hardworking young people.
- Pupils are very well prepared for their future economic well-being because of their strong basic skills, ready facility with information and communication technology (ICT) and positive attitudes to work.

Teaching and learning

- The quality of teaching and learning is good overall and ensures that pupils achieve well as they move through the school.
- Staff work well together to provide a good range of interesting and challenging activities which enthuse the children and make them eager learners
- Teachers prepare thoroughly for lessons, provide well for pupils of different abilities and manage their classes effectively
- Pupils' behaviour is outstanding and they apply themselves diligently.

Curriculum and other activities

- The curriculum is good and helps pupils to achieve well.
- The curriculum caters for pupils' personal as well as academic needs.
- Pupils with learning difficulties achieve well because their needs are met through good levels of support both in small groups and in classroom situations.
- There is a strong emphasis on personal and social education and this contributes to pupils' outstanding personal development.
- The curriculum is enriched effectively in a variety of ways.
- All of these activities enhance pupils' experiences and contribute hugely to their enjoyment of their education.

Care, guidance and support

- This aspect of the school's work is outstanding and is largely responsible for the quality of pupil's personal development.
- The school tracks pupils' academic progress very carefully, uses this to set challenging individual targets, and provides a range of intervention programmes to help any who fall behind. This strongly supports good achievement across the school.
- Pupils' pastoral needs are also well understood and parents praise the ways in which they and their children have been helped to deal with difficult situations.
- Systems to keep children safe are well established and thorough.
- Pupils are confident that if they have problems the staff will sort them out.

Please find a copy of the full report at the back of this pack

What do we value most about our school?

Every three years the governors and staff, with input from the parents via a questionnaire, work together to review and to produce a three year plan (just like a business). This is called the School Improvement Plan. This plan sets out the school's priorities and drives the action plans which take place at grass roots level. Below is a summary of some of our strengths noted in our most recent review and we would like to share it with you.



Our school is:

Popular
Small
Part of a strong community
Welcoming and friendly

and has:

An attractive working/learning environment
A good reputation
Good results

Our pupils are:

Happy
Secure
Enthusiastic
Motivated
Very well behaved

Our curriculum is strong because:

It extends beyond attainment
Is about 'learning for life'
It is well balanced and creative
Independent and self-directed
Learning is valued
Play is regarded as an essential part of learning for younger pupils
Reading is a fundamental foundation
Planning and pupil tracking is a strength
We start from where the child is

We believe:

That everyone should be treated as an individual
Education is about the 'whole child'
Everyone has strengths which provide a foundation for the future
Success should be celebrated and built upon
Inclusion is a right for all



Our team is strong because:

We have vision and leadership
We are enthusiastic
Everyone's contribution is valued
We work as a team
We continually strive to improve
We invest in each other
Communication is open

We believe education is a partnership between home and school:

Parent/School relations are strong
We have an open door policy
Communication is good
We value parents' views



About Our School

The History of Dorney School

Dorney School was first set up as a 'National' School by the Rev. Sir Henry Palmer of Dorney Court early in the 19th Century and located in Dorney Cottage, at Dent's Corner, Dorney. The School Board for Dorney and Boveney was formed in 1875 and a new Board School was built at a cost of £1,000 in the building now called 'The Old School'. Seventy five children, aged 3 to 12 were taught by a schoolmistress and pupil teacher. The school was funded by an Education Department grant, a precept on the rates and school fees of 3d per pupil per week, plus a performance related grant from the Education Department. In 1903 the school came under the control of Buckinghamshire County Council, fees were abolished and the grant no longer related to results. Children aged 5 to 14 were taught by Miss Constance Bennett, Headmistress from 1919 to 1952. Towards the end of this time, the 12-14 year olds were taught at a secondary school and the number of pupils dropped to 44 in two classes.

By the early 1950's Dorney Reach had grown dramatically and a new school in Dorney Reach was opened in 1959. A Parent Teacher Association was formed in the same year but ceased after a few years. In the late 1960's the Education Department proposed to close the school, as it was 'not economically viable' to run. The re-established P.T.A. and strong local support persuaded the Authorities that Dorney School was well worth keeping.

Since then the school has continued to improve and expand, with pupils applying for places from a considerable distance seeking to enjoy the benefits of Dorney School education. An extensive building programme, begun in 1995, was finally completed in August 2004, providing Dorney pupils with modern purpose-designed teaching facilities for all areas of the curriculum.

Location and Facilities

Dorney School is located in the village of Dorney Reach, near the urban towns of Maidenhead, Slough and Windsor. It benefits from having modern, light and airy facilities within a rural location. The school is officially described as a Combined School. This means that it is a primary school, combining infants and juniors. The school is funded by the Local Education Authority and is non-denominational.



Responsibility for the day-to-day running of the school lies with the Headteacher and Governors. The Governing Body is made up of representatives from, Parish, County Council, parents and staff. (For a list of Governors and Staff please see the sheets at the back). Our current Headteacher has been in post since September 2004.

The main building consists of seven classrooms, large, shared learning resource areas, a hall, library, music room and changing facilities and an administration area. We also have an exciting mobile classroom, called the 'Jungle Retreat' and a group room which is known as the 'Sunshine Room'. The school has benefits from an attractive playground and large field. All classes are very well resourced with appropriate equipment.

There are a number of grassed and garden areas around the school, such as the 'Wild bird and Butterfly Garden'. We also have the additional resource of an Outdoor Classroom for Environmental and Science work. The main play area is also enhanced with permanent large wooden play facilities such as a house, train and adventure trail.



The school emblem – Why the pineapple?

The first pineapple to be grown in England was grown at Dorney Court. The story is that at a dinner in the Mansion House, the King cut the top off a pineapple which had been brought from Barbados and gave it to the Earl of Castlemaine. His gardener, Rose, planted the top and the pineapple which grew from it was duly presented to King Charles II in 1661. Since then the pineapple has become the village emblem.

How is our School Organised?

The school is organised into classes of approximately 30 children of the same academic year group. Each class is supported by a high quality and experienced Teaching Assistant. We also encourage parental helpers, who provide valuable additional support throughout the day. All adults are CRB checked to an enhanced level. We always try to keep the child to adult ratio low, so that children can receive high levels of individual attention. Teaching groups are flexible and designed to respond to the needs of the children as they change, mature and develop. A broad range of teaching styles are deployed within each class. Strategies for whole class, group and individual teaching are used depending on the nature and purpose of the activity. Work is carefully matched to the differing ages and abilities of the children.

Our School Day

The hours spent on teaching during the normal school week are:

Morning Session

Foundation Stage and Key Stage 1

08.45 to 12.00

Key Stage 2

08.45 to 12.10

All pupils have a 15 minute morning break.

Afternoon Session

Key Stage 1

13.10 to 15.15

Key Stage 2

13.10 to 15.15

Foundation stage and Key Stage 1 pupils have a 15 minute break during the afternoon.

There are also after-school clubs to help parents with childcare.

How is our School Day broken down?

Drop-off time (Supervisor in playground)	8.30am
Registration (prompt)	8.45am
Assembly	8.50 a.m. – 9.05 a.m.
Morning Break	10.15-10.30am
Lunch	12.00 (12.10) -1.10pm
Afternoon break	2.15-2.30pm
Pick Up Time	3.15pm prompt

Our school day begins at 8.45 am. We prefer children to be in the playground by 8.40 am, but not before 8.30 am. Children are provided with supervision in the playground from 8.30 am. However, parents should be aware that the school is not officially responsible for supervision until 8.45 a.m. If parents wish for a higher level of supervision during this busy time they should assume this responsibility themselves until the bell is rung. Children may enter the classrooms from 8.45 am. A bell is rung at 8.45 am. On the first bell children stand still and when the second bell is rung they line up. Their teacher will then lead the class quietly into school.



If parents have pre-school children with them, we do request that they supervise them closely and do not allow them to wander out of sight, etc. This is important for safety reasons.

If parents need to speak to their child's teacher, we prefer if possible for it to be left until the end of the day. However, if it is urgent we are always happy to speak to you. Teaching assistants will often be able to help you too.

It is essential that staff are informed if a parent is likely to be delayed or if your child is to be met by someone else. Parents collect their children from the playground. Staff will always bring the children to the door and watch carefully who collects them. Children are never allowed out of the school gate without an escort.

If your child is not going to be collected by you, we must be told who will be collecting them instead. If parents are late, children wait just outside the main office. We ask that every effort is made to be punctual as it is distressing for children when they arrive late or are not collected on time, and it involves extra supervision time for staff.

How and what do we teach?

There are currently five core subjects in the National Curriculum; English, Mathematics, Science, Information Communication Technology (ICT) and Religious Education (RE). We also teach Design and Technology, Geography, History, Art, Music, Physical Education and Personal, Social and Health Education Citizenship. The Numeracy Strategy and Literacy Strategy are also in place.

Foundation stage children begin with a curriculum-based on the 'Early Learning Goals'. They are then gradually introduced to the National Curriculum through a carefully stepped programme.

At Dorney School the main curriculum is organised into topics for each area. Some teaching is subject-based and some is cross-curricular. The emphasis is placed on **learning** rather than just **knowing**. There is a focus on developing self-directed learning, key skills, key capabilities and personal development, all of which are interwoven across the curriculum. An outline of the teaching programme for the current topic is issued in a class newsletter at the beginning of each term. This is intended to help parents know what is currently being taught and how they may offer support at home. All teaching is carefully planned to ensure progression.

Children are regularly assessed and parents are informed of their child's progress through consultation meetings each term, with a full written report in July. Staff may also contact you at other times if they have any concerns. We cannot emphasise how important we consider our relationship with you to be one of partnership and we **always** encourage and welcome your involvement.

We also operate an 'open-house' session each half term where the classrooms are open from 3.15-3.45 p.m. on a Friday. During this time you may look at the displays and your child can talk to you about what they have been learning over the past few weeks, etc.

'teachers prepare thoroughly for lessons, provide well for pupils of different abilities and manage their classes effectively. As a result, pupils' behaviour is outstanding and they apply themselves diligently.'

(Ofsted Report, April 2006)

The curriculum in more detail

English

The English curriculum is made up of three main areas:

- Speaking and Listening;
- Reading;
- Writing.

We aim to help children to develop an ability to use and understand language effectively. Emphasis is placed on structured teaching. We use a variety of reading schemes and aim to foster a love of books. We balance individual reading with reading in groups and develop skills in a well-paced and clear manner. Cursive handwriting, spellings, punctuation and grammar are taught as basic skills alongside purposeful activities to produce a balanced use of language. Children are also encouraged to become articulate, confident speakers and careful listeners.

Children participate in a range of drama activities and we often invite theatre groups and other performers, such as storytellers into the school. We also hold an annual Book Fair and pupils are supported with Library skills by two excellent Librarians.

Mathematics

Our mathematics curriculum aims to develop a knowledge and understanding of mathematical operations. We have implemented the National Numeracy Strategy and place great emphasis on the development of mental and practical calculation strategies. Children are taught through a carefully structured programme, which is supported by a wide range of resources. The younger children are helped to acquire number concepts through the use of practical apparatus. As the child becomes more adept with numbers there is a gradual move towards the use of a range of more challenging activities and practical problem solving situations. Children are expected to use calculators in problem solving and other work as appropriate.



Science

Science teaching is based on first-hand experiences. Children are helped to build on their existing knowledge through sequences of planned activities, which encourage them to observe, question, predict and carry out investigations. The school grounds, outdoor classroom and local environment are all used to enhance science teaching.

Our Science topics cover the following areas of learning:

- The variety of life and needs of living things;
- The properties of materials;
- Understanding light, sound, electricity and magnetism;
- Understanding forces.

Practical science investigations form a major part of this work with children developing the skills of hypothesis, prediction, fair testing, observation, recording, data evaluation and drawing conclusions against a background of scientific knowledge and the correct use of scientific tools and apparatus. Children are encouraged to develop practical solutions to real problems, thereby observing science in action.



Information Communication Technology (ICT)

Computers are used to support all areas of the curriculum. Dorney pupils are able to use a wide range of ICT equipment to enhance learning. Laptops, electronic microscopes. PCs, digital cameras and programmable toys are all used to support learning. We have a 'wireless' system that ensures all classes have access to high quality and easy access to printers, software and other technology. All classes have an Interactive Whiteboard and Broadband internet access. All pupils, including our youngest are taught ICT as an integral part of learning. This is further enhanced by a KS1 and KS2 ICT Club.

Religious Education

Assemblies and Religious Education are an integral part of our school life. All children are taught about all major world religions and are encouraged to value themselves and behave as responsible individuals. Showing care and consideration for others is central to our ethos. Topics are based on the Buckinghamshire County Council Agreed Syllabus. In addition to exploring Christianity and making use of our local church, pupils are given 'hands on' opportunities to find out about other faiths, with visits to mosques, Hindu temples and other places of worship and by inviting members of other faith groups to visit our school. You are welcome to view our R.E. syllabus at any time. Parents have the right to withdraw their child from RE lessons if they wish to do so. Please discuss this matter with the Headteacher if you are considering this option.



Personal, Social, Health and Citizenship Education

Through a carefully structured programme, children gain knowledge and skills to help understand their own personal and social development. They are encouraged to foster positive attitudes towards health, fitness and their own well being, including establishing safe, secure and stable relationships. This lays the foundations for the decisions they will make about their own health and well being now and in the future. Some of the programme is cross-curricular and some is taught as a separate unit. Topics also cover sex and relationship education and drug and alcohol education. Road safety, first aid and personal safety are also examples of other areas covered. As part of the wider ethos children are encouraged to develop values such as co-operation, manners, kindness, etc. Activities such as charity work are actively encouraged. The school is twinned with a school in Sri Lanka and has undertaken a number of post Tsunami support activities. The school received recognition from Ofsted for being outstanding in this area.

Sex Education

Sex Education forms part of the programme of Personal, Social and Health Education studied in greater detail from Year 4 upwards. It provides an understanding that positive, caring environments are essential for the development of a good self image and that individuals are in charge of and responsible for their own bodies. Children gain knowledge about the processes of reproduction, the nature of sexuality and relationships and are encouraged to acquire the skills and attitudes which allow them to manage their relationships in a responsible and healthy manner. Staff answer all pupils' questions relating to sex education so as to provide accurate information at a level and in such detail as is appropriate to the age and maturity of the individual or group. Teaching in the older year groups focuses on puberty and human reproduction so that pupils gain an understanding of the physical, emotional and social changes which take place at puberty. They learn the basic biology of human reproduction and the skills necessary for parenting. Particular reference is made to the Channel 4 Sex and Relationship Education series and parents are informed, in writing, about the viewing times of this programme and given an opportunity to preview material, thereby enabling parents to support their child's school learning further through informed discussions within the home environment. Parents are asked to inform the school, in writing, if they wish to withdraw their child from the Sex Education work undertaken. The school nurse also supports our sex and relationship education programme with talks to the pupils and separate male and female evening sessions for parents and their children. Here she covers some of those difficult topics in an informal environment, providing parents with a platform to be able to discuss matters more easily at home.

The Daily Assembly

A daily whole school Assembly takes place each morning in the school hall. All

assemblies are essentially Christian in nature as determined by the 1988 Education Act. However, we are mindful that many of our pupils are from other faiths and we do celebrate other key festivals and make provision for the recognition of all faiths and their beliefs. All children are encouraged to respect the views and beliefs of others. Assemblies are led by the Head, other members of staff and the children. Parents are invited to join the school for morning collective worship on those mornings when their own children are leading the session. Each class will lead a session of collective worship during the school year. From time to time, local clergy and other adults or faith leaders are invited to the school to lead morning assembly. Under Section 25 of the 1944 Education Act, parents have the right to withdraw a child from any RE lesson or assembly. Parents who wish to exercise their right to withdraw their child from Religious Education or collective worship will need to contact the Headteacher to discuss arrangements for alternative provision.

Every week we hold a 'Celebration Assembly' when special achievements and events are celebrated. Certificates are awarded to pupils who have been nominated for special recognition. We also hold a 'Special Award Assembly' each half term where cups and certificates are awarded to pupils for sustained effort and achievement. Each pupil winning an award keeps the cup for approximately six weeks; they then have the prestigious role of presenting the award to the new winner at the next award assembly. Parents of pupils who have won an award are sent a 'secret invite' in advance to enable them to attend the assembly if they wish to do so. We always try to make this occasion a surprise for the winners.

History

History is may be taught as part of a broader class topic or a specific subject. History seeks to introduce the children to the rich heritage of their past and to stimulate a keen interest and love of the subject, an understanding of time and an appreciation of development and change. Children are given opportunities to study the past through carefully selected activities and topics, which are appropriate to their age. They are encouraged to handle artefacts, study photographs, use role-play and listen to stories. The lives of important people and events are studied where appropriate. Visits to places of relevance are also used to support learning. For instance pupils studying the Tudors will visit Dorney Court, The Imperial War Museum is used to support learning about World War II. Year 2 spend a day with 'Florence Nightingale' when she comes to the school and sets up a field hospital in our school hall.

Geography



Geography seeks to develop the skills of map work and give children an understanding of the interdependence of people, places and the natural environment and an empathy with people of other lands who live in contrasting environments. Geography is studied through topics. For example we have a topic for the younger pupils called 'Where in the world is Barnaby Bear?' This is about a bear that has regular holidays. Staff and pupils send postcards from around the world on behalf of Barnaby. Where possible they will take him away,

so that we can have photographs of Barnaby in different locations. The children then investigate the countries, climate, environment, etc of the places Barnaby has visited. Older pupils visit places further a field to study different environments and locations. This includes week long residential trips for Year 5 and Year 6.

Design and Technology

Design Technology is an excellent vehicle through which to give children confidence and competence in examining and solving practical problems. They are

encouraged to make knowledgeable judgements about their own and others' work and to maintain flexibility and open-mindedness in their approach to solving problems. The children gain experience in the planning stages of problem solving and are taught to use a variety of skills and construction techniques. Children are encouraged to respect all artefacts, including those which originate from different cultural and historical backgrounds. Children are taught to use tools and materials safely, and to plan, design and make models for themselves. Children develop a range of skills and techniques as they progress through the school.

Art



All children are given the opportunity to experiment in creative activities. Sketching, drawing, painting, modelling, collage, printing, etc are developed progressively using a range of materials. Each child's work is greatly valued and this is reflected in high quality displays throughout the school. Children will have the opportunity to experience exhibitions and take part in workshops led by visiting artists and specialists. Visual arts form an important part of the school curriculum, enhancing and supporting children's learning and encouraging them to develop intuitively

and sensitively. Children are taught the correct use of tools and materials and gaining the skills and confidence to use them imaginatively. We have a school kiln and run a number of art related after-school clubs. Additionally, we hold an 'Arts Week' year to celebrate and explore creativity further.

Music



Music involves a range of musical activities that include appreciation of different types of music, singing and music-making using pitched and non-pitched instruments. Music is also an integral part of assemblies, services and productions. Children enjoy performances by various musicians throughout the year. Specialist music teachers from BCC School Improvement Service are used to provide music enrichment across Key Stage 2. All children in Year 4 and Year 5 also learn to play the Recorder.

Peripatetic music teachers currently working at the school provide tuition for violin, flute, clarinet, saxophone and piano. All pupils have regular opportunities to play their instruments to the rest of school at morning assemblies.

Physical Education



Physical education and support are an important part of life at Dorney School. Games and PE lessons are timetabled for all children. We offer a very wide range of activities. We have a specialist Sports teacher to lead PE and employ specialist sports coach to support teaching further. Inter-school matches are played and all children take part in the Annual Sports Week during the summer term. Other activities available as after school clubs run on a voluntary basis by staff and by outside providers. The school hall is used for indoor

PE, Dance and gymnastics. We also have a large playing field for outdoor games and athletics. Changing rooms are provided for older pupils. We have strong links with Dorney Lake and Year 6 pupils have the opportunity to participate in a Rowing Club. Dorney School is currently the schools U11 national Bellboat champion. Pupils can also participate in golf, martial arts, netball, football, rounders and tag rugby after-school clubs. Children in Years 3, 4 and 5 receive swimming instruction for one term each, from beginners to advanced level, at Eton College. All children

are expected to take part in all PE, games and swimming activities and are only excused on health grounds supported by a letter from parents. We ask parents for a small contribution to help cover travel costs to and from swimming.

A full list of all PE/games kit required is included with the School Uniform list.

How do we assess pupil progress?

The teaching staff carry out regular informal assessment of individual pupil progress. This information is then used to track individual pupil progress carefully. Additionally, each child's level of attainment in relation to the National Curriculum is formally assessed at the end of the Reception Class and then at the ages of 7 and 11 through national Standard Assessment Tests (SATs).

In Year 2 assessment is achieved through a combination of teacher assessment and the use of national standardised test materials. All activities are operated within the classroom situation and children are often unaware they are being tested. At age 11, the tests are more formal, both set and marked externally. The school also uses optional SATs during the summer term for all pupils in Years 3, 4 and 5 to confirm teacher-assessed National Curriculum levels. Children in Key Stage 2 also complete nationally standardised Verbal Reasoning tests. We also use diagnostic material to identify specific areas needing support. Each individual pupil is tracked carefully through the use of comprehensive tracking procedures.

Staff will always keep you informed of your child's progress and notify you of any problems immediately. We also hold parental consultation evenings each term and a written report is issued to all parents in the Summer Term.

At the beginning of Year 6 pupils undertake the Buckinghamshire County Council 11+ Selection Tests. The school has a good reputation for above average results. However, it must be pointed out that the 11+ is a verbal reasoning test and this does not relate to the curriculum or quality of teaching. The 11+ is an assessment which tests a different set of skills. Pupils undertake 11+ familiarisation activities provided by the Local Education Authority in Year 5. In line with local authority regulations, additional 11+ coaching can not be provided by the school.

How do we support children with Special Educational Needs?

At Dorney School we promote the inclusion of all pupils. We respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

We believe that all children are entitled to the delivery of high quality learning and teaching and this is our starting point. We also know that at different points in a child's career they may have additional needs that require support beyond this provision. This applies to all ability groups. Needs can range from gifted and talented, special educational needs, bereavement, physical needs, sensory needs, etc. For these pupils we make special individual provision as required. In more general terms we can broadly summarise our approach as three 'waves':

- Wave 1: The provision of high quality teaching for all pupils;
- Wave 2 : The provision of additional support in the form of small group intervention to accelerate progress and enable pupils to work at age-related expectations when they are experiencing difficulty;
- Wave 3: Further additional support for identified pupils who have not responded to Wave 1 and 2 and may need more specialist input.

We are constantly evaluating our provision, the way we target support and what intervention strategies we use. We have a number of specialists who support the

school, such as Speech and Language Therapists, Specialist Teachers, etc. We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. We try not to withdraw children from the classroom situation. However, there are times when we ask children to work in small groups or in a one-to-one situation outside the classroom to maximise learning.

Care, guidance and support

This aspect of the school's work is outstanding and is largely responsible for the quality of pupil's personal development. The school tracks pupils' academic progress very carefully, uses this to set challenging individual targets, and provides a range of intervention programmes to help any who fall behind. This strongly supports good achievement across the school. Pupils' pastoral needs are also well understood and parents praise the ways in which they and their children have been helped to deal with difficult situations. One parent commented: 'all the staff are dedicated and caring'.

(Ofsted Report, April 2006)

Supporting pupils with disabilities

Dorney School welcomes children from all backgrounds and abilities. The school applies the Buckinghamshire Co-ordinated Scheme for Primary Admissions. The admission arrangements ensure pupils with disabilities are not treated less favourably or discriminated against.

The school is fully committed to providing an environment that allows pupils with disabilities to have full access to all areas of learning. We are always happy to work towards ensuring adaptations are in place prior to admission and we are proud to say that we have an excellent reputation in this area.

What other activities do we offer?

Educational Visits and Sports Fixtures

Staff plan educational visits outside the boundaries of the school in order to support and enrich all aspects of curriculum work. Children are accompanied by sufficient school staff and parents to provide small working groups and proper supervision. In such instances, parents will receive written details of the proposed visit or series of visits, including a request for their consent to the visit. All visits are planned well in advance and comply with the school and Buckinghamshire County Council policy on educational visits and appropriate permissions and risk assessments are completed as part of the routine planning process.

During the final two years at the school, we offer children the opportunity to take part in residential courses. These are planned to extend their classroom curriculum experiences and offer opportunities for personal development and peer group co-operation skills.

Children take part in inter-school matches and competitions, usually after school but some weekend fixtures also occur. Written permission for children to take part in all fixtures away from school is required. Parents providing transport to/from matches must sign appropriate documentation to confirm that they hold appropriate levels of car insurance.

Clubs and Extra-Curricular Activities

Many clubs are organised during the lunch hour and after school. Teachers have no contractual obligation to take these clubs and the continuation of extra-curricular activities is dependant on staff good will. We are very lucky that our staff are highly committed and volunteer to run a range of clubs. We also use outside providers to enrich our provision. All providers are police checked to an enhanced level.

Activities available vary through the year. They range from football, netball, rounders, cricket, athletics, golf, martial arts to musical activities, such as violin,

clarinet, flute, and saxophone. Other activities on offer are gardening, art, pottery, library, computer, and maths investigations. A small charge is made to cover the cost of any materials used during these activities.

Additionally, children have an opportunity to participate in independently organised activities for which fees will be levied. Under these arrangements, pupils currently have an opportunity to learn the piano.

After-School Clubs and Childcare

We have the provision of after-school childcare through 'Cats Club'. This is run by an outside provider who provides childcare from 3.15 p.m. until 5.30 p.m. every day. A separate leaflet detailing costs and booking arrangements is contained within this pack.

Languages

Year 5 and 6 learn French as part of the curriculum. However, we also offer French and Spanish as a lunchtime club or after school club.

Homework

The Dorney School has a policy of Home learning, which is in line with DfES guidelines for homework. Parents are expected to take an active part in supporting Home Learning Activities, putting aside some time each week to support their child's learning. Home Learning activities are planned in advance and support learning across the curriculum. Pupils bring home a Home Learning Log which parents are expected to sign. The amount of time spent on Home learning activities varies according to age. Home Learning is an essential part of the process of enriching learning and provides an ideal preparation for Secondary School. All children are expected to complete daily reading, supported by parents where appropriate.

How do we deal with bullying?

By creating an atmosphere of mutual trust and respect – we help to ensure that a well-disciplined environment is maintained. However, if concerns are raised about the attitudes and behaviour of a child we always respond promptly and consult with parents immediately. All staff follow the Behaviour Policy. Any case of bullying will be dealt with firmly and openly. We have a thorough Anti-Bullying procedure in place.

'Systems to keep children safe are well established and thorough. Child protection procedures are securely in place. Pupils are confident that if they have problems the staff will sort them out. Very effective use is made of the 'worry box' for pupils to raise concerns, and the staff are meticulous in following up and resolving any issues'

'Pupils' social and moral development is outstanding'

'Pupils form excellent relationships with each other and with staff. They have a good understanding of a range of cultural traditions and their spiritual development is good.'

(Ofsted Report, April 2006)

All classes implement methods of keeping communication channels open. Circle time, access to a worry box, social skills training, etc. are all means of ensuring pupils have a 'voice' in school and feel safe to talk about any issues of concern to them.

School Council

Dorney has a School Council, which will meet regularly. Each class is represented

on the council. Pupils bring ideas and recommendations from their own classes to improve the school. The School Council then discuss this and agree actions. The representatives then report back to their class. When necessary, the whole school may take votes to take a democratic decision on matters important to the pupils.

How do we keep parents informed about their child's progress?

Termly parent and teacher consultations, usually in the second half of the term, provide formal opportunities to discuss your child's progress with the class teacher. However we also hold the regular 'Open Friday' event and encourage parents to feel that there is an 'open door' to the school. Parents are encouraged to work closely with teachers at all times.

Annual Reports

A detailed written report for all children is provided towards the end of the Summer Term. It includes information about your child's general progress and attitude to school life together with specific details of levels achieved in all curriculum areas.

Parents of children receiving Special Educational Needs (SEN) support, for whom an Individual Education Plan has been compiled, are invited two/three times during the academic year to discuss and update the plan with their individual class teacher and SEN Co-ordinator.

If a specific problem arises at other times, parents are asked to make a mutually convenient appointment to talk to the class teacher. Teachers are not normally available during teaching hours and so parents will need to make individual arrangements with them. All staff are very willing to talk to parents both before and after school session times. Parents are asked, however, not to engage staff in lengthy conversations at 08.45 when classes are moving from the playground to begin the morning session. It is better to make an appointment at the end of the school day when there is more privacy and the teacher can give you their full attention.

Newsletters

The school provides a number of newsletters each year to ensure parents are kept up to date with all school events. PTA letters will also be sent periodically, giving details of social and fund-raising activities. Class teachers also issue termly newsletters to keep you informed of specific events relating to your child's class.

Parental Involvement

Parental Help

We welcome members of the community and parents to help in our school. There are a wide range of activities that you can help with and we are always open to new ideas. Please contact a member of staff if you would like to help in any way. All parents are required to have CRB clearance.

Parent Teacher Association

All parents are automatically members of the Parent Teacher Association (PTA). Dorney School has a very active PTA who organise a wide range of social and fund-raising which significantly support the educational opportunities of the children in the school by purchasing additional equipment and facilities. Our recent playground equipment and much of the ICT equipment installed last year was funded from PTA events.

The PTA holds an Annual General Meeting each September, when serving officers and committee members are elected for the coming year. At least one member of the newly elected committee must be a parent with a child who has just joined the school, either in the Reception class or one of the other year groups. The committee meets regularly to plan future events and functions and agree projects which will receive PTA funding.

What happens at Secondary School Transfer?

All children are able to take part in the Buckinghamshire County Secondary School

Allocation Procedure (11+), completing tests during the Autumn Term of their final year at Dorney School. All parents are able to express preferences for their child at Buckinghamshire Grammar Schools and Upper Schools.

Places are offered dependant on the Allocation Procedure (11+) results, parental preferences and the Admission Number of the school.

In recent years, many children have transferred to Burnham Grammar School or Burnham Upper School, although children from Dorney School have also attended:

Beaconsfield High School
Borlase Grammar School, Marlow
Wye Valley School, Bourne End
The Beaconsfield School
Chalfont Community College
Cox Green School, Maidenhead

St. Bernard's Convent, Slough
Slough Grammar School
Newlands Girls School, Maidenhead
Desborough School, Maidenhead
Altwood School, Maidenhead

Parents of Year 5 pupils are invited to a meeting with the Headteacher during the summer term to discuss pupil applications and entry requirements to secondary schools in Buckinghamshire, Royal Borough of Windsor and Maidenhead and Slough.

School Meals

Children bring their own packed lunches to school and consume them on the premises. Children may also go home for lunch.

Lunches are eaten in the school hall with Foundation Stage and Key Stage 1 pupils eating from 12.00 to 12.30, Key Stage 2 pupils from 12.30 to 13.00. The children are supervised during the lunchtime period by a group of mid-day supervisors, all of whom have First Aid Certificates. Lunchtime ends at 13.10.

Education Welfare

The Education Welfare Officer visits the school from time to time to support the school and families who are experiencing difficulties such as help with uniform, free school meals etc. The EWO also monitors attendance and checks the school registers.

The Education Welfare Officer may be contacted directly on: 01494 732180.

Child Protection

At this school, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school.

We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

On rare occasions our concern about a child may mean that we have to consult other agencies even before we contact you. The procedures, which we follow, have been laid down by the Buckinghamshire Area Child Protection Committee, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures or the policy, please speak to the Headteacher or your child's class teacher.

What to do if your child is ill or you want to take them on holiday

Parents are asked to inform the school, either by letter or telephone if your child is going to be absent. We will also require a written note for our records on your child's return to school. As mentioned previously, the school's registers are monitored by the Education Welfare Officer and our records must be kept updated. All unexplained absences are recorded as unauthorised absences. Unauthorised absences and late arrivals are reported on the child's Annual Report. Children attending dental/hospital appointments etc. during the school day must report to the School Office on departure and return to school.

It is expected that parents will take their holidays during recognised school holiday periods. In special circumstances governors are permitted to authorise up to 10 days absence. In these circumstances parents must complete an official permission request form at least 4 weeks before departure explaining the special reasons behind their application. An annual maximum of 10 days may be granted while the school is in session, but it must be pointed out that in line with new legislation this is only granted in 'special' circumstances, which must be proven. **Governors remind parents that pupils in Years 2 and 6 must not take annual holiday during SATs test periods or school assessment weeks as authorised leave will not be permitted under any circumstances.** The school does not provide extra work for pupils whose parents choose to take them out of school in term time. However, if pupils are away from school due to long term medical needs we will support parents with learning activities.

What to do if your child has an allergy or illness

It is very important that any serious illnesses and allergies are clearly indicated on the admission form. It is also **vital** that the school has an up-to-date address and telephone number where you, or someone of your choice, can be reached in an emergency.

We will always administer or oversee asthma medication or medication for on-going conditions, such as epilepsy, etc. However, this requires special procedures and the completion of a treatment plan. Please discuss this with the Headteacher or Mrs Penny, our Welfare Assistant. We do not normally administer non-prescribed medication and there are specific guidelines on this matter. Please contact the school office if you require any further information.

All staff maintain current Emergency First Aid Certificates and are able to deal with minor injuries. In an emergency, we will contact a doctor or hospital immediately. We will always contact you on such occasions and make suitable arrangements to enable you to be with your child as soon as possible.

Please do not send a child to school if he/she is ill. If your child has been sick or had a stomach upset, we ask you to please keep them at home for 24 hours before returning them to school.

What happens if the school is shut for unseen reasons?

In the event of a decision needing to be made regarding the closure of the school, it will usually be because of one of the following:

- Extreme weather conditions;
- No heating and no prospect of heating being returned in reasonable time;
- Inadequate adult supervision available in school (i.e. staff can't get to school because of snow, etc.)

If this occurs during school hours we will notify parents by telephone. At other times we will endeavour to put a message on the answer machine and post notices around school. Local radio will also be informed. STAR FM (100.6 FM) and Swan FM (107.4 FM). Information is also posted on the Buckinghamshire County Council website.

No valuables, no tears

Children are not permitted to bring valuable items into school. Toys are also not allowed in school as loss or breakage causes distress. All money should always be named and in a **sealed** envelope and handed to the teaching assistant on arrival at school. For safety reasons jewellery should not be worn in school. Earrings are not desirable. Parents who wish their child to have pierced ears should do so at the beginning of the summer holidays so that there will be no need to wear the earrings in school. Earrings must be removed or taped over for PE

What is the school uniform?

Becoming a member of Dorney School entails acceptance of our standards concerning school uniform. Parents are asked to ensure that children wear school uniform as detailed below.

<u>GIRLS</u>	<u>BOYS</u>
<p>Autumn/Winter Term Grey knee-length skirt or tunic or grey tailored trouser (straight leg design). White shirt and school tie* or monogrammed white polo shirt* Green cardigan/sweatshirt* White socks or green/grey tights. Brown or black school shoes.</p> <p>Summer Term Green/white check dress. Black or brown sandals. <u>Girls' Footwear:</u> The wearing of platform, wedge, other elevated heels or trainers is not permitted.</p> <p>PE Green shorts/skirt* Yellow t-shirt*</p> <p>School fleeces can also be purchased.</p>	<p>Autumn/Winter Term Grey tailored trousers (long or short) White shirt and school tie* or monogrammed white polo shirt* Green sweatshirt.* Grey socks. Black or brown school shoes.</p> <p><u>Boys' Footwear:</u> The wearing of trainers is not permitted.</p> <p>PE Green shorts/yellow t-shirt*</p> <p>School fleeces can also be purchased.</p>

Most articles can be bought in school or local suppliers. Items marked with an asterisk * should conform to the Governors' uniform requirements and can be purchased from the school office on a Friday morning. Alternatively, an order form can be completed (available from the reception area at the front of the school) with payment and the uniform will be sent to you with your child.

Personal Appearance

Shoulder-length or long hair must be tied back on all occasions using discreet green or brown hair bands/ribbons. This applies to boys and girls.

Children are not permitted to wear jewellery other than watches and small plain gold or silver stud earrings (which must be removed or taped for PE). **All items of school uniform must be clearly named.**

Water Bottles

It has been proven that regular drinking of water aids effective learning, maintaining hydration levels, even during winter! We therefore encourage each child to bring a freshly filled bottle of water to school each day.

Book Bags

Every child needs a book bag to keep their school reading book and reading record safe and undamaged. Book bags can be purchased from the school office for £**.

Can my child bring a morning break snack?

Children may bring a piece of fresh or dried fruit or vegetable. We ask you to prepare the fruit, etc. so that it can easily be eaten. Large apples and oranges are often too much. Please do not send any other types of snack. Our school participates in the 'Free Fruit for Schools'. All children in Foundation and Key Stage 1 will receive a piece of fruit on a daily basis. Parents of children in Foundation and Class 1 have the option of ordering milk for their children on a termly basis.

I would like to send my Child to Dorney School - what do I do next?

Admission Procedures

Admission to the Reception Class

Children are normally admitted full time at the beginning of the academic year in which they become 5. The present Admission Number is **30** pupils per year.

Parents are encouraged to enter their child's name on the school list as early as possible. Three terms before a child is due to start school, parents are asked to complete the official Buckinghamshire Application Form which must be returned to Buckinghamshire County Council by the date shown at the bottom of the form, usually late in November. Parents who wish to visit the school are encouraged to contact the school office to make an appointment with the Headteacher to have a conducted tour of the school and discuss any queries or concerns they may have.

First offers of places are made to children registering Dorney School as their 1st Preference School. Buckinghamshire admission criteria, in priority order are:

1. Children who have a Statement of Special Educational Needs which names Dorney School as their educational placement.
2. Children in Public Care for whom there is an agreement between a designated officer acting on behalf of the County Council as Corporate Parent and a designated officer of the LEA that the school will more appropriately meet the child's needs.
3. Children living within the catchment area of the school.
4. Siblings of children who will still be in attendance at the school on the date of admission.
5. Children with exceptional medical or social needs supported by written evidence from a doctor, social worker, education welfare officer or other appropriate person.
6. Children with exceptional educational needs, supported by written evidence from an appropriate professional.
7. Once the above criteria have been applied, then any further places will be awarded according to the distance between the family's normal home address and the school's nearest entrance gate: closest first. The shortest designated route is a public route with a proper made-up surface, such as tarmac or concrete. If it is a road, it does not have to have a separate pavement.

Casual Admission to Other Year Groups

The school maintains a Waiting List of applications for pupils seeking admission to other year groups. If a vacancy arises, offers of places will be made in strict accordance with the Admission Criteria listed above.

My child has a place at Dorney School - what happens next?

Pre-School Induction

All children starting in Reception are invited to visit the school for carefully planned induction sessions. We will also provide you with a 'Starting School' pack and there will be several meetings prior to your child's start date to ensure that you are fully informed of everything that will be happening. We aim to make the transition into our school community as smooth as possible for everyone concerned.

Mid-year Induction

Pupils starting school outside the normal intake period will also be offered the opportunity to visit the school before starting. We will also liaise with the previous school to ensure that transition is as smooth as possible.

Other Information

Parents living apart

We recognise that children come from a wide range of home circumstances and we are always happy to work closely with families no matter what their situation to ensure that parents are fully involved in their child's education. Reports, newsletters, etc. can be forwarded to parents living at separate addresses if a supply of stamped addressed envelopes is provided. We are also happy to offer separate appointments on parent consultation evenings if required.

Complaints Procedure

It is usually possible for problems to be resolved at a local level. Complaints should firstly be discussed with the class teacher, and if necessary the Headteacher. If this does not resolve the problem, the Chair of Governors may be contacted. It is also possible under Section 23 of the Education Reform Act, to make formal complaints to the Local Education Authority. Details for the complaints procedure are available from the school office.

Public access to documents and information in LEA maintained schools

Under the Education (School Curriculum and Related information) Regulations 1989, the school is required to have the following available for parents to view:

- Any statutory instruments and circulars sent to schools by the DfES.
- Any published OFSTED reports on the school.
- Any schemes of work and syllabuses followed by the school.

Please ask at the school office if you wish to arrange to see any of the above.

And finally.....

We hope you have found this information of interest and look forward to meeting you soon. If you have not found all the information you require in this prospectus, we shall be pleased to answer any questions personally.

Please call 01628 620871 or e-mail to office@dorney.bucks.sch.uk



Who are the Staff and Governors?

The School Governors

Parent Governors: (elected by parents)	Mr. D. Hill Mr. A. Fleming Mrs. J. Webb (Chair)
LEA Governors:	Vacancy
Community Governors:	Mr. H. Rowley (Parish Council representative) Vacancy
Chair of Governors	Mrs. J. Webb
Headteacher Governor	Miss Paula Allen
Teacher Governor	Miss J. Hall (Deputy Head)
Support Staff Governor	

A booklet detailing the role of the Governors at Dorney School is available on request.

THE SCHOOL STAFF

Headteacher : Miss Paula Allen

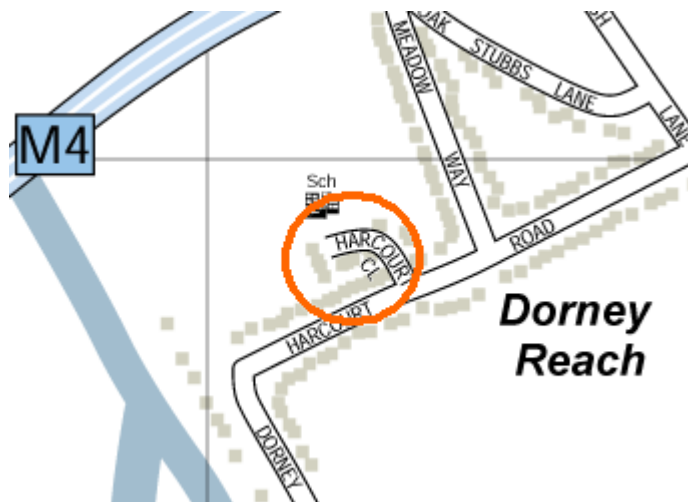
Class Foundation Teacher	Miss K Thompson
Class 1 Teachers	Mrs R Bernard/ Mrs S Pontin
Class 2 Teacher (Key Stage 1 Leader)	Mrs L Leuzinger
Class 3 Teacher	Mrs H Grove/ Mrs P Howes
Class 4 Teacher	Miss C Ashford
Class 5 Teacher (Deputy Head)	Miss J Hall
Class 6 Teacher	Mrs S Cottle
Teaching Assistant/ Admin Assistant	Mrs J Townsend
Teaching Assistant/Librarian	Mrs H Lockwood
Teaching Assistant	Mrs C Birch
Teaching Assistant	Mrs S Sohi
Teaching Assistant	Mrs A Maguire
Teaching Assistant/Office Assistant/ Lunchtime Supervisor	Mrs M Hosier
Teaching Assistant/Lunchtime Supervisor	Mrs M Rees
Welfare Assistant and Teaching Assistant	Mrs A Penny
Lunchtime Supervisor/Cleaner/School Support	Mrs T Rodwell
Lunchtime Supervisor	Mrs M Baker
Cleaner	Mrs J Kay
Librarian	Miss D Riggs
Office Manager	Mrs L Pringle
Caretaker	Mr M King

Where do I find Dorney School?

Directions from A4 (Bath Road)

You can either come in via Marsh Lane or Lake End (the road that comes in by Sainsbury's).

- If coming via Marsh Lane, proceed over the M4 and take the second right into Harcourt Road. Harcourt Close is then the second turning on the right (by a red phone box). Follow the turn in the road and you will see the green Dorney School gates in front of you. You may find space in our car park or alternatively park in the Close.
- If arriving from via Lake End (passing the Pineapple Public House), take the first right located on the bend (sign posted Dorney Court), follow the road round past Dorney Lake and then take the first left into Harcourt Road (if you go over the M4, you have gone too far!). Harcourt Close is then the second turning on the right (by a red phone box). Follow the turn in the road and you will see the green Dorney School gates in front of you. You may find space in our car park or alternatively park in the Close.



Key Stage 1 and 2 Results 2005/6: Dorney School

For your information we also provide national and local comparative information. This table below shows a summary of the National Curriculum assessment results of pupils in the school (2006) and nationally (2005) and where possible it also provides Bucks results (2005) for pupils at the end of Key Stage1, as a percentage of those eligible for assessment.

Key Stage 1 Test Results: Percentage at each level

The number of eligible children is: 26

Figures may not total 100% because of rounding.

	W	Level 1	Level 2 or above	Level 3
Speaking and Listening				
School	0%	11.5%	88.2%	19.2%
National	2%	10%	88%	23%
Reading				
School	0%	7%	94%	38%
Bucks			89%	35%
National	3%	11%	85%	27%
Writing				
School	0%	15%	85%	27.9%
Bucks			87%	20%
National	5%	12%	82%	15%
Maths				
School	0%	0%	100%	23%
Bucks			93.5%	31%
National	2%	7%	91%	23%
Science				
School	0%	0%	100%	31%
Bucks				
National	2%	8%	90%	25%

W represents children who are working towards Level 1, but not yet achieved the standards needed for level 1

D represents pupils disapplied under sections 364 or 365 of the Education Act

A represents pupils who could not be assessed due to absence

Results for speaking and listening and science are based on teacher assessment only.

Key stage 2 Test Results: Percentage at each

level

These tables show the percentages for Year 6 children achieving each level in 2006. The figures may not total 100% because of rounding. Total pupils in the cohort: 30

	Level 4+	Level 5
English		
School	96%	73%
Bucks	84%	35%
National	79%	27%
Reading		
School	96%	83%
Bucks	89%	54%
National	83%	39%
Writing		
School	90%	57%
Bucks	69%	20%
National	63%	17%
Mathematics		
School	90%	57%
Bucks	79%	39%
National	75%	31%
Science		
School	94%	67%
Bucks	89%	56%
National	86%	47%